

1.	Field of study	<b>Pedagogy: Pre-School Education and Early School Education</b>
2.	Faculty	Faculty of Fine Arts and Educational Science
3.	Academic year of entry	2025/2026 (winter term)
4.	Level of qualifications/degree	long-cycle studies
5.	Degree profile	general academic
6.	Mode of study	part-time

7.	<b>General information about the module</b>	
<b>Module name</b>		<b>Games and Play in Work with Children</b>
Module code		PP-A2-GZ
Number of the ECTS credits		1
Language of instruction		Polish
Purpose and description of the content of education		Moduł przygotowuje osoby studiujące do prawidłowego doboru różnorodnych gier i zabaw z uwzględnieniem specyficznych potrzeb i możliwości poszczególnych dzieci/uczniów oraz grupy/klasz szkolnej. Studentka/student zdobędzie wiedzę i umiejętności z zakresu zaplanowania i organizacji optymalnych warunków realizacji gier, zabaw. W wyniku uczestnictwa w zajęciach pozna elementy pedagogiki zabawy, a także wybrane zabawy i gry z poszczególnych działów tematycznych oraz uzyska kwalifikacje do prowadzenia gier i zabaw z dziećmi w wieku przedszkolnym i młodszym wieku szkolnym.
List of modules that must be completed before starting this module (if necessary)		not applicable

8.	Learning outcomes of the module			
Code	Description	Learning outcomes of the programme	Level of competenc (scale 1-5)	
PP-A2-GZ_1	studentka/student zna i rozumie strategie realizacji zajęć i zasady doboru gier i zabaw w działalności pedagogicznej ze szczególnym uwzględnieniem fazy wczesnego, średniego i późnego dzieciństwa, w perspektywie interdyscyplinarnej: psychologicznej, pedagogicznej, aksjologicznej i socjologicznej (A.2.W2) oraz strategie integracji zabaw i gier w pracy z dzieckiem/ucniem łączącej różne obszary wiedzy (D.W2), a także zasady planowania i organizacji zabaw i gier ruchowych w sali i w terenie, z zachowaniem zasad bezpieczeństwa (E.9.W2)	PP_W_02 PP_W_09 PP_W_10 PP_W_11	4 4 4 4	
PP-A2-GZ_2	studentka/student potrafi wykorzystywać i integrować wiadomości teoretyczne o zabawach, motywować dzieci do aktywności poznawczej, badawczej, fizycznej oraz dobrać grupy zabaw dla osiągnięcia zmierzonego celu w teorii i praktyce - stosować gry i zabawy w pracy z dzieckiem/ucniem łączące różne obszary wiedzy i stymulować refleksyjne, kooperatywne uczenie się dzieci/uczniów (A.2.U1; C.U5; D.U2); potrafi dobrać zabawy i gry w celu efektywnego wykonania zadań zawodowych na etapie edukacji przedszkolnej/wczesnoszkolnej (A.2.U5), dostosować je do indywidualnych potrzeb, możliwości dzieci/uczniów oraz poprawnie je zademonstrować, a także czuwać nad bezpieczeństwem dzieci/uczniów podczas zabaw i gier ruchowych (E.9.U3)	PP_U_03 PP_U_04 PP_U_08 PP_U_10	4 4 4 4	
PP-A2-GZ_3	studentka/student wykazuje gotowość do doskonalenia własnego warsztatu pedagogicznego w zakresie wychowania przedszkolnego oraz edukacji wczesnoszkolnej (A.2.K1) i odpowiedzialnego organizowania dziecięcego uczenia się	PP_K_01	3	

9. Methods of conducting classes		
Code	Category	Name (description)
a03	Lecture methods / expository methods	Description <i>a description of objects, phenomena, processes or people; it involves specifying the structure and characteristic features of the object, phenomenon, or process being described; it is usually accompanied by a demonstration of the described object or by its models, drawings, tables, charts, etc.; a description may take the form of an explanation, classification, justification or comparison</i>
a05	Lecture methods / expository methods	Explanation/clarification <i>explication involving the derivation of a predetermined theorem from other, already known ones, in the number of steps specified by the person teaching the course</i>
b03	Problem-solving methods	Activating method – educational games <i>learning content in the guise of a rule- and/or principle-based game; conducted in a deliberately arranged situation based on the description of relevant facts and processes; learners compete with one another within the framework of rules laid down by the academic teacher; varieties include simulation games – involving a simulation of real situations; decision games – based on the decision-making process and the recognition of the consequences of the decisions made (e.g., a decision tree); psychological games – increasing the emotional-volitional component of the participants' attitudes</i>
b04	Problem-solving methods	Activating method – discussion / debate <i>an exchange of views supported by substantive arguments leading to a clash of different views, a compromise or the identification of common positions; it proceeds according to previously agreed-upon rules regarding the time, manner and turn-taking as well as the principles of civil discourse; a discussion is not a competition but aims at finding the best solutions or presenting different points of view; its varieties include brainstorming, Oxford-style debate, panel discussion, decision tree, conference discussion; a debate is an orderly dispute between supporters and opponents of a viewpoint, usually specialists in the field or pre-selected representatives of a group dealing with a common problem</i>
b08	Problem-solving methods	Activating method – peer learning <i>learning through the exchange of knowledge in a group/team/pair of students, i.e., in the so-called learning cell; a kind of mutual learning; an approach focused on student activity under the guidance of the person teaching the course; a learning situation where students with a similar level of experience learn from one another</i>
c02	Demonstration methods	Video show <i>reproducing a film or video material in its entirety or in fragments in order to illustrate the content taught in class, to submit it to analysis and evaluation or to use it as an exercise in image perception; a film/video can be a work of art, an illustration (also technical illustration) of a content/phenomenon/object, a private record of an action, a media image, etc.</i>
c06	Demonstration methods	Demonstration-imitation <i>a presentation of a model way of performing specific activities accompanied by a commentary; it aims at triggering imitation activities in an individual or in a group of participants observing the activities of the person teaching the course until the right habit is formed through regular exercise; the demonstration-imitation method is combined with a physical practice of activities/behaviours</i>
e03	Practical methods	Creation/production – creative workshop <i>an activity involving creating/producing a work/artifact based on the individual, creative effort of the participant; the creative workshop is characterized by the presence and openness which make it possible to access the essence of the work/peculiarity of the artifact at every stage of its creation/production</i>
e04	Practical methods	Project scheduling <i>proceeding according to the steps proposed within a specific methodology for the completion of a task; e.g., identifying project objectives, determining the result, identifying strengths, limitations, opportunities and threats (SWOT), establishing a schedule of activities, assessing resources, establishing an implementation plan; the initial diagnosis; the reassessment of assumptions; the process of preparing the practical implementation of a project</i>

e07	Practical methods	Simulation <i>an indirect method; imitating reality in order to gain experience approximating a real one; recreating a real-world situation so that its participant can acquire an experience close to the authentic one; work on "replacement" material</i>
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10. Forms of teaching					
Code	Name	Number of hours	Assessment of the learning outcomes of the module	Learning outcomes of the module	Methods of conducting classes
PP-A2-GZ_fns_1	practical classes	10	course work	PP-A2-GZ_1, PP-A2-GZ_2, PP-A2-GZ_3	a03, a05, b03, b04, b08, c02, c06, e03, e04, e07

11. The student's work, apart from participation in classes, includes in particular:			
Code	Category	Name (description)	Is it part of the BUNA?
a04	Preparation for classes	Consulting materials complementary to those indicated in the syllabus <i>agreeing on materials complementary to those indicated in the syllabus, supporting the implementation of tasks resulting from or necessary for class participation</i>	Yes
b01	Consulting the curriculum and the organization of classes	Getting acquainted with the syllabus content <i>reading through the syllabus and getting acquainted with its content</i>	Yes
b02	Consulting the curriculum and the organization of classes	Verification / adjustment / discussion of syllabus provisions <i>consulting the content of the syllabus, possibly in the presence of the year tutor or members of the class group, and, if necessary, reassessing the provisions concerning special conditions for class participation, e.g., space and time requirements, technical and other requirements, including conditions for participation in classes outside the walls of the university, classes organized in blocks, organized online, etc.</i>	Yes
c01	Preparation for verification of learning outcomes	Determining the stages of task implementation contributing to the verification of learning outcomes <i>devising a task implementation strategy embracing the division of content, the range of activities, implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.</i>	Yes
c03	Preparation for verification of learning outcomes	Implementation of an individual or group assignment necessary for course/phase/ examination completion <i>a set of activities aimed at performing an assigned task, to be executed out of class, as an obligatory phase/element of the verification of the learning outcomes assigned to the course</i>	No
d01	Consulting the results of the verification of learning outcomes	Analysis of the corrective feedback provided by the academic teacher on the results of the verification of learning outcomes <i>reading through the academic teacher's comments, assessments and opinions on the implementation of the task aimed at checking the level of the achieved learning outcomes</i>	Yes
d02	Consulting the results of the verification of learning outcomes	Development of a corrective action plan as well as supplementary/corrective tasks <i>reviewing and selecting tasks and activities enabling the elimination of errors indicated by the academic teacher, their verification or correction resulting in completing the task with at least the minimum passing grade</i>	Yes

Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: <https://usosweb.us.edu.pl>.